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The principles and philosophy of vocational education are presented in this document in programed instruction form for use by potential vocational education teachers in teacher preparation courses in colleges or universities. Orientation and basic terminology is included under headings of: (1) The Place of Vocational Education, (2) Vocational Education Defined, (3) Types of Vocational Education Students, (4) Vocational Areas and Services, (5) Vocational Instruction, (6) Coordination of Instruction and Work, (7) Occupational Concept and Vocational Education, and (8) Review of the Federal Acts. The material was developed by college instructors for individualized instruction and revised after field trial. The document is mimeographed. (DM)

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Principles and Philosophy of Vocational Education

Kansas State Teachers College
Emporia, Kansas
In Cooperation with
State Board for Vocational Education, Topeka.

VT007687

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PRINCIPLES AND PHILOSOPHY OF VOCATIONAL EDUCATION

written by: Don Strait
F. E. Hartzler

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M E M O R A N D U M

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PRINCIPLES AND PHILOSOPHY OF VOCATIONAL EDUCATION

INSTRUCTIONS

This manual is in a new form. The form is called programmed learning. It is the same as a teaching machine, but in this case you, yourself, are the machine and must turn the pages. The advantage of this system is that you do not learn the wrong answers and then have to unlearn them.

On page one at the upper right hand corner you will find a sentence with 1Q. in front of it. This is the first question. Fill in the blank; whether your answer is right or wrong does not matter. Then turn the page. You will find in the upper left hand corner the notation 1A. This is the answer to the 1Q. If your answer was correct, proceed to the next page and here you will find 2Q. If your answer was wrong, erase it and enter the right answer; then go on to 2Q. Read 2Q. and answer it, and then turn the page to 2A. This is the answer to 2Q. If it was right, keep on going. If it was wrong, erase and enter the right answer and then go on.

Make it easy on yourself

1. Do not try to go down the page before turning to the next page. The order of the questions is important, and if you try skipping you may get confused.

2. Change your answer when you are wrong and then proceed.

3. If you are confused, don't stop. The next three or four questions may clear up your confusion.

4. Work one section and then quit for a while. Do not work after you are tired.

5. Feel free to repeat the manual if you want to.

6. Remember the order and turn the page after each question. Do not try to go down the page.

CHAPTER ONE

1Q. The primary purpose of this chapter is to show the place of vocational education in the overall framework of education.

9A. liberal

10Q. Some education courses naturally occur in the curriculum of all schools. There are very few true _____ education programs.

18A. education

19Q. This methodology may also include the philosophy of the various schools of _____.

27A. progressive

28Q. While the academic philosophy stresses the acquisition of knowledge, the progressive philosophy might be said to stress the acquisition of attitudes about the subject as well as knowledge of it. True or False.

36A. vocational

37Q. However, as now defined by law, education for those jobs which require a four-year college degree is now said to be professional _____.

45A. non-reimbursable

46Q. A reimbursable program would be one in which part of the cost of building and instruction or material is _____ by the Federal government.

1A. no answer

2Q. Vocational education is a part of the over-all area of _____.

10A. liberal

11Q. Courses in the arts, history, music, and literature, sometimes called the humanities, are also referred to as _____ education.

19A. education

20Q. One of the oldest over-all philosophies of education might be said to be the academic _____.

28A. True

29Q. There is possibly a third over-all philosophy of methodology of education, and this might be called the vocational _____ of education.

37A. education

38Q. Vocational education, even in the subjects which train students to make a living or perform a job, is restricted to less than _____ college level.

46A. reimbursed

47Q. There are many good vocational programs which are supported by local or state funds, but which are not _____ by the Federal government.

2A. education

3Q. While education is obviously wider than just preparing for a vocation, vocational education is nevertheless an important part of education. Both formal and informal types of learning occur in both education and _____.

11A. liberal

12Q. After liberal education, the next major subject matter classification would be general education.

20A. philosophy

21Q. The academic method of education generally holds that subject matter is the primary business of education and that the job of the instructor is to teach the _____ _____.

29A. philosophy

30Q. It might be said that the _____ philosophy tends to stress the skill rather than knowledge or attitude.

38A. four-year

39Q. Since this is a definition by law of the level of _____ education, there is little point in arguing the matter.

47A. reimbursed

48Q. This distinction between reimbursed and non-reimbursed programs on the part of a _____ government is done because non-reimbursed programs do not offer enough unity in pattern for us to discuss them intelligently.

3A. vocational education

4Q. By formal learning in this chapter, we shall refer to that learning, or _____ _____, which is organized into regular class periods with an instructor and student relationship.

12A. no answer

13Q. Knowledge and information which is known to be of value to all people is organized into courses and referred to as _____ education.

21A. subject matter

22Q. The academic philosophy in _____ has a long and respected history.

30A. vocational

31Q. In this respect, the _____ philosophy may be said to have a more limited objective than the other two.

39A. vocational

40Q. Therefore, we may assume that, in general, _____ education will be restricted to less than college level.

48A. Federal

49Q. The uniformity of the Federally _____ programs is created by the legislation which made them possible.

4A. formal education

5Q. Obviously, people learn many things when they are not in classrooms and not in a formal learning situation. This type of education is referred to as _____ _____.

13A. general

14Q. As a rule, there are general education courses not only in general education curriculum, but also in the liberal curriculum and the vocational curriculum. True or False.

22A. education

23Q. Where only a small proportion of the population attends the secondary and higher schools, there is much to be said for the _____ philosophy of education.

31A. vocational

32Q. However, since no student attends a strictly _____ program, this is a greater problem in theory than fact.

40A. vocational

41Q. Within this definition of _____ education, there are also two additional distinctions.

49A. reimbursed

50Q. The majority of classifications which we shall use are due in part to _____ law.

5A. informal education

6Q. However, since informal education is not particularly organized, we shall restrict our discussion to the _____ _____ patterns.

14A. True

15Q. The third subject matter area in the over-all field of education is vocational education.

23A. academic

24Q. The primary emphasis of an _____ philosophy of education is the acquisition of knowledge.

32A. vocational

33Q. Probably none of these three philosophies or subject matters will ever be found in isolation. There are elements of the liberal, _____, and vocational subjects in the curriculum of all schools.

41A. vocational

42Q. The two other distinctions made in vocational education are whether it is federally reimbursed or non-federally reimbursed. True or False.

50A. Federal

51Q. For purposes of this class, generally speaking, a _____ education program is a program that is Federally reimbursed.

6A. formal education

7Q. In the general field of education, education is organized by subject matter into liberal, general, and vocational education.

15A. no answer

16Q. Those curricula which are designed to prepare people to go to work are usually referred to as _____ education programs.

24A. academic

25Q. The second, or the general philosophy method of education, might be called the progressive education _____.

33A. general

34Q. The student is not usually exposed exclusively to either the academic philosophy, _____ philosophy, or vocational philosophy.

42A. True

43Q. For example, it is quite possible to have work experience programs which are Federal and would be described as non _____ _____.

51A. vocational

52Q. Most Federal _____ programs are divided into two major types: those designed for persons still attending formal school, and those for persons in full-time employment.

7A. no answer

8Q. In this particular arrangement of over-all _____, liberal education is usually discussed first.

16A. vocational

17Q. In the formal education program in the United States, the area of _____ education has really been ignored while liberal and general education have been well supported.

25A. philosophy

26Q. It is the contention of the _____ philosophy of education that not only is the subject matter, but the method and the type of person taught important also.

34A. progressive

35Q. There is a problem in outlining any type of vocational _____.

43A. reimbursed programs

44Q. There are a great many types of vocational education programs. However, for purposes of this class, we shall make the further distinction of _____ programs into reimbursable and non-reimbursable vocational programs.

52A. vocational

8A. education

9Q. Traditionally, the _____ education program arose from the training of ministers.

17A. vocational

18Q. In addition to being oriented by subject matter, over-all _____ may also be divided according to method.

26A. progressive

27Q. Some of the changes in educational methodology, introduced by the _____ philosophy, have been audio-visual aids, laboratory experiences for science students, and emphasis on method of instruction as well as academic preparation.

35A. education

36Q. For example, the education of a physician or an engineer is obviously _____ education.

44A. vocational

45Q. It should be remembered that this distinction between reimbursable and _____ _____ programs is quite arbitrary and is done only for clarification.

CHAPTER TWO

1Q. Since vocational education can be defined as preparation for work, we shall deal with the major methods of preparing people for _____ as recommended in Federal programs.

13A. experience

14Q. The work _____ program is the most general term that we have.

26A. vocational

27Q. The two elements which are important in a day-trade program and in vocational education are _____ and _____.

39A. full-time

40Q. Evidence that the apprenticeship program is a vocational program may be shown by the fact that all three elements--_____, _____, and _____ are present in an apprenticeship program.

52A. compensated

53Q. Therefore, since the majority of these _____ _____ workers are already being compensated, the element most empahsized is training.

65A. vocational

66Q. The three categories by subject matter of education are _____, _____, and _____.

1A. work

2Q. To illustrate the difference between _____ education and general education, let us consider the industrial arts field.

14A. experience

15Q. For instance, a student may work downtown without compensation from the school and without any particular training, but usually with some school supervision. This would be a work experience program. True or False.

27A. training
supervision

28Q. The last type of instruction provided under the _____ educational acts is the cooperative program.

40A. compensation
training
supervision

41Q. All three elements of a good vocational training program--training, supervision, and compensation, are present in the _____ training program.

53A. full-time

54Q. The range of programs in _____ must be quite wide in order to meet the needs of the people.

66A. liberal
general
vocational

67Q. After the three divisions by subject matter, we have three divisions of education by philosophy, and these are _____, _____, and _____.

2A. vocational

3Q. Industrial arts education is frequently considered as general education rather than _____ education because of its basic purpose.

15A. True

16Q. On the other hand, a student may work downtown for compensation from a private employer without any attempt at training or grading or without school supervision. This would also be a work _____ program.

28A. vocational

29Q. In the cooperative training program, all three elements considered important in vocational education are present. These three are _____, _____, and _____.

41A. apprenticeship

42Q. The apprenticeship program is separated from the extension program by the fact that all _____ elements are present in the apprenticeship program.

54A. extension

55Q. The primary consideration in training for _____ _____ workers is that the training be job oriented.

67A. academic
progressive
vocational

68Q. We have divided vocational education into two arbitrary classifications of _____ and _____.

3A. vocational

4Q. Industrial arts is not necessarily preparation for work; it tends to be exploratory and training in appreciation which is general education rather than _____.

16A. experience

17Q. Of the three elements usually considered important in a vocational program--compensation, training, and supervision--only one is generally present in a work _____ program.

29A. compensation
training
supervision

30Q. In the cooperative program a student attends class during the day, works part time during the day for compensation and is supervised both by the employer and the school. Thus all _____ elements are present.

42A. three

43Q. All three elements of vocational education are not necessarily present in an extension program, as they are in an _____.

55A. full-time

56Q. Consequently, the types of training offered in _____ are usually job related.

68A. reimbursable
non-reimbursable

69Q. The two major types of reimbursable vocational education have been defined as those for _____ _____ youth and _____ _____ workers.

4A. vocational

5Q. Consequently, as part of the program in industrial arts there is a greater tendency toward a laboratory type experience than toward _____ experience.

17A. experience

18Q. In a work-experience program, one of three elements which may be are _____, _____, or _____.

30A. three

31Q. In order of sophistication we might say the vocational education programs go from work-study, to work-experience, to on-the-job, to day trade, to coop. True of False.

43A. apprenticeship

44Q. All three elements--compensation, training, and supervision--may be present in an adult _____ program.

56A. extension

57Q. Not only must the training be job related, but also it must be specific and to the point of the needs of _____-_____ workers are to be met.

69A. in-school full-time

70Q. The work orientation activities in vocational education for in-school use has been defined as _____, _____, _____, _____, and _____.

5A. work

6Q. It is felt that the laboratory experiences will serve a greater exploratory and appreciation function rather than a _____ training experience.

18A. supervision
training
compensation

19Q. On-the-job training, a type of work experience program, is the next most sophisticated type of _____.

31A. True

32Q. This, then, would summarize the type of vocational _____ for in-school use.

44A. extension

45Q. Adult extension programs in _____ education have an even wider range and variety than the programs for in-school youth.

57A. full-time

58Q. Furthermore, because students are already employed, a great deal of background information may be deleted and the program can be designed for the specific _____ of the workers.

70A. work-study
work-experience
on-the-job training
day-trade
coop

71Q. The two major categories of training for full-time workers have been classified as _____ and _____.

6A. work

7Q. Contrasted with the laboratory experience of industrial arts, there are many types of _____ experience programs in vocational education.

19A. vocational

20Q. In the on-the-job training, two of the _____ elements required in vocational education are present. These are compensation and supervision.

32A. education

33Q. Having reviewed the method by which in-school youth are prepared for _____, let us review the second function of vocational education.

45A. vocational

46Q. Programs may range from a simple two hours of instruction in a specific field or to a six-month to one-year training program in an extension program. True of False.

58A. needs

59Q. Extension programs vary from a very simple training program for employees to a very complicated program for managers. The primary consideration is that the training _____ of _____ workers be met.

71A. apprenticeship extension

72Q. The three major elements in any type of vocational education that distinguish it from general or liberal education have been defined as _____, _____, and _____.

7A. work

8Q. The three major facets to be considered in a vocational program, which train for work, are _____, _____, _____, and an actual on-the-job experience.

20A. three

21Q. In the on-the-job training program the compensation may be partly private and partly Federal, but there is _____.

33A. work

34Q. Not only is vocational education designed to prepare students for work but to upgrade people who are already employed, is one of the objectives of _____ education.

46A. True

47Q. Evidence of the importance of adult programs in _____ education may be shown by the enrollment.

59A. needs
full-time

60Q. In recent years, new types of vocational _____ programs have been added to meet the needs in _____ education.

72A. compensation
training, and
supervision

73Q. By compensation, we mean the student receives money for his work. In other words, he is _____ for working.

8A. compensation
supervision
training

9Q. The least complicated program would be the work-study program. In the work _____ program, compensation is the primary consideration.

21A. compensation

22Q. In the on-the-job training program, there may also be a private and public sharing of _____.

34A. vocational

35Q. In-school youth and full-time workers may be considered as the two types of individuals served by _____ education.

47A. vocational

48Q. According to Federal enrollment figures, the adult enrollment of overall _____ education is nearly three to one over in-school youth.

60A. extension
vocational

61Q. These programs may provide extensive training in a residential center with compensation provided by the Government. All three elements in vocational education here are provided for the student. These three elements are: compensation, training, and supervision. True or False.

73A. paid

74Q. By training, we are referring not only to the fact that instruction is given, but also that this instruction is coordinated with his work activities, thus making a good tie between _____ and work activities.

9A. study

10Q. Under the work study program, a student is permitted to work and he is paid by the school for working in non-profit organizations in the community. In the work _____ program there is no provision for grading or evaluation of the work.

22A. supervision

23Q. In the normal on-the-job training program, however, there is no emphasis on formal _____.

35A. vocational

36Q. Vocational education is designed to train two primary types of people, _____ - _____ youth and _____ - _____ workers.

48A. vocational

49Q. Thus we can see that the _____ service is an important area in vocational education.

61A. True

62Q. These types of adult programs are designed primarily for people who have left school or are out of school and need retraining in order to become _____ - _____ workers.

74A. training

75Q. It is important in training that the formal education be _____ with the work experience.

10A. study

11Q. In work study programs, while the element of compensation is present, supervision and training are not present in these work _____ programs.

23A. education

24Q. In the day-trade program, as contrasted with the on-the-job training program, the two elements considered important in a _____ education program are training and supervision.

36A. in-school full-time

37Q. While the training of _____ - _____ youth is to prepare them to go to work, the training for the _____ _____ worker is primarily designed for upgrading as now defined by law.

49A. extension

50Q. Obviously, in serving the needs of so many people, there must be a great variety in _____ programs.

62A. full-time

63Q. While these students are not quite meeting the need of _____ _____ employees neither are the in-school youth.

75A. coordinated

76Q. This coordination of instruction and work experience is what we will refer to as supervision. True or False.

11A. study

12Q. After the work _____ program, the next most sophisticated program would be entitled a work experience program.

24A. vocational

25Q. The day-trade program, since it is primarily a _____ education program, is very much concerned with training.

37A. in-school full-time

38Q. For all practical purposes, the two major types of training available to the _____ _____ worker through vocational education are apprenticeship and extension.

50A. extension

51Q. In extension programs, compensation is not as an important element as the people who are already employed. True or False.

63A. full-time

64Q. Because they are definitely not _____ _____ youth, this category of students has been placed in the adult and the _____ divisions.

76A. True

12A. study

13Q. The work _____ program may include compensation, training, and supervision by school authorities, but none of these is necessary for this type of program.

25A. vocational

26Q. In the case of the day-trade program, the student actually learns the skills and performs the skills required in industry under the close supervision of a _____ teacher.

38A. full-time

39Q. The apprenticeship program is designed to increase the efficiency of _____ _____ workers.

51A. True

52Q. The reason for this is that the people, being full-time workers, are already being _____ by their employers.

64A. in-school extension

65Q. To summarize thus far, _____ education is one of the important areas in all education.

CHAPTER THREE

1Q. Thomas Jefferson first pointed out that liberal education was undoubtedly fine; nevertheless, a large number of young men needed to learn practical jobs. The Federal government made no significant move for _____ education.

13A. trade and industry

14Q. Special programs called continuation programs were also designed for _____ ___ _____ youths.

26A. agricultural

27Q. In review then, vocational training in agriculture was in agriculture rather than _____ occupations.

39A. vocational

40Q. The primary aim as a result of this act, was the shift toward training in occupations rather than in _____ or _____.

52A. philosophy

53Q. However, the Vocational Act of 1963 did show that the Federal government had accepted the utility of _____ education and also taken more responsibility for its development.

65A. Congress

66Q. However, while numerous experimental programs are being tried, it must be noticed that more funds were made available with a traditional _____ education program.

1A. vocational

2Q. Probably, partly as a result of the need for officers in the Civil War, the Federal government passed the Morrill Act of 1862. These were the first Federal funds in _____.

14A. out-of-school

15Q. This type of training was similar to the earlier apprenticeship training programs in that these training programs were designed for students that had already quit school and thus were out-of-school youth. True or False.

27A. agricultural

28Q. Trade and industrial education by its very nature, tended more toward training in the _____ rather than the area.

40A. area or services

41Q. It was felt by the President's Committee on _____ Education that vocational education had not kept up with the times.

53A. vocational

54Q. While the Federal government has now accepted responsibility for _____ education, it also chose several experiments and agencies other than the U. S. Office of Education. The U.S. Office of Education, however, has the primary responsibility for _____ education.

66A. vocational

67Q. The involvement of the _____ government in vocational education is now greater than it has ever been.

2A. education

3Q. The land-grant colleges were established to offer training in agriculture and mechanical engineering as a form of _____ education.

15A. True

16Q. While there has been previous training in some classes for adults in both agriculture and home economics, Federal monies were provided for the first time for secondary schools in _____ _____.

28A. occupation

29Q. Nevertheless, people in trade and industry, were trained generally in the trade skills and not in the facets of management. True or False.

41A. Vocational

42Q. Thus business education was added to _____ education.

54A. vocational
vocational

55Q. However, several other forms of preparing people for employment other than traditional _____ education are found in other government agencies. Besides the United States Office of _____ the United States Department of Labor and the Office of Economic Opportunity also have some vocational education programs.

67A. Federal

68Q. As a result of the Vocational Act of 1963, several entirely new developments are possible in _____ education.

3A. vocational

4Q. Until the time of the _____ Act of 1862, students at land-grant colleges were also required to take ROTC.

16A. home economics

17Q. The Smith-Hughes Act of _____ is usually considered as the first major over-all vocational act.

29A. True

30Q. While in the area of home _____, training was restricted to preparing women to be successful housewives and mothers.

42A. vocational

43Q. While some provision was made for the office occupations in the Smith-Hughes Act of _____, it was not a separate area but was part of trade and industry.

55A. vocational Education

56Q. The Job Corps program, for example, is under the Office of Economic _____.

68A. 1963 vocational

69Q. To begin with, the concept of an area vocational school came into being with the _____ _____ _____ of 1963.

4A. Morrill

5Q. The _____ Act of 1862, which formed _____ colleges, made recognition of the need for vocational and technical education by the Federal government.

17A. 1917

18Q. The _____ _____ Act of _____ provided for vocational training in the areas of agriculture, _____ and _____, and home economics.

30A. economics

31Q. These four service areas--agriculture, trade and industry, home economics and distributive education were then the core of vocational education. True or False.

43A. 1917

44Q. Consequently, the Vocational Act of _____, for the first time, provided specifically for Federal funds for the _____ occupations.

56A. Opportunity

57Q. The Office of _____ _____ has the responsibility for the Job Corps program. While it does have some vocational implications, it is generally not considered as a vocational education act.

69A. Vocational Education Act

70Q. Not only did the concept and ideas of _____ _____ schools come into being but also cross-service training developed.

5A. Morrill land-grant

6Q. It was not until 1917 that the next major development in Federal aid to _____ education was made.

18A. Smith-Hughes 1917 Trade & industry

19Q. The three areas of vocational training started under the Smith-Hughes Act were _____, _____ _____, and _____ _____.

31A. True

32Q. However, in the early 1960's, partly as a result of the Russian sputnik, changes were made in Federal aid to _____ education. Two new areas of service were added in the early 1960's; these were technical and health services in _____ education.

44A. 1963 office

45Q. However, while the Vocational Acto of 1963 did include another area or _____, at the same time the Federal Office of Education was reorganized along lines other than services or areas.

57A. Economic Opportunity

58Q. Likewise the Manpower Development and Training Act, while it is in many respects a vocational training program, is not under the United States Office of _____ as such.

70A. area vocational

71Q. By a cross-service program, we would mean a program involving two or more services designed to train in a specific occupation.

6A. vocational

7Q. Under the Smith-Hughes Act of 1917 the _____ government provided funds for the promotion and encouragement of vocational education.

19A. agriculture
trade and industry
home economics

20Q. The Smith-Hughes Act also set up three different types of programs within each service. This training was for in-school youth, continuation programs, and _____.

32A. vocational
vocational

33Q. However, it should be noted that technical education was not particularly a vocational _____ act, but rather was a National Defense Education Act.

45A. service

46Q. Whereas the old Office of Education had been oriented around agriculture, trade and industry, home economics, distributive education and the other areas or services, now the Federal office has changed. True or False.

58A. Education

59Q. The Manpower Development and _____ program is referred to as the office agency program.

71A. no answer

72Q. As an example of a _____ service program we might use agri-business. The _____-_____ is an example of a cross-service program.

7A. Federal

8Q. The _____ _____ Act provided Federal funds for the promotion and encouragement of education at the secondary level in agriculture, trade and industry, and home economics.

20A. extension

21Q. The three types of instructional programs provided for under the Smith-Hughes Act were _____, _____, and _____.

33A. education

34Q. But the NDEA Act did provide for training in _____ education and the responsibility for this technical education was given to vocational education at the same time health services were recognized.

46A. True

47Q. This reorganization of the United States Office away from area or service lines represents probably the most important change in the philosophy of _____ education.

59A. Training

60Q. The MDTA in its full name is known as the Manpower Development and Training Act. True or False.

72A. cross
agri-business

73Q. In an _____ _____ program, two services such as distribution and agriculture, might be involved in the training for an occupation.

8A. Smith-Hughes

9Q. It is believed by some people that during times of national emergencies, such as wars, the usefulness of _____ education is demonstrated.

21A. in-school continuation extension

22Q. The Federal government passed no more significant legislation until the George-Deen Act of 1936, when provision was made for distributive education and cooperative programs in _____ education.

34A. vocational

35Q. Consequently, under a special act, training for practical nurses in _____ education was provided for under the umbrella of vocational education.

47A. vocational

48Q. It is highly probable that the Congress of the United States, while admitting the desirability of _____ education, felt that the 1963 act was in need of revision.

60A. True

61Q. The _____ _____ and _____ Act is known as the MDTA.

73A. agri-business

74Q. The philosophy of the _____ _____ Act of 1963 is reflected in the fact that the training in such a program is for a specific occupation.

9A. vocational

10Q. The Smith-Hughes Act provided for three basic types of _____ education.

22A. vocational

23Q. The passage of the George-Deen Act in _____ established vocational training in distributive education.

35A. health

36Q. The primary program in _____ education was education for practical nurses.

48A. vocational

49Q. In other words, the idea of _____ education was accepted as worthwhile, useful, and necessary; but the methods of doing this education were not judged satisfactory.

61A. Manpower Training and Development Act

62Q. Traditionally, vocational education has been designed to prepare the normal person with average difficulties in preparation for _____.

74A. Vocational Education

75Q. Training for an occupation which would be services rather than training in the _____ is new to the 1963 picture.

10A. vocational

11Q. The three types of training were for in-school youth, further training for out-of-school youth, and training for adults knows as _____.

23A. 1936

24Q. The Federal pattern of reimbursement by areas for services has been established in _____ education.

36A. health

37Q. However, in the early sixties, vocational education was re-examined by the President's Committee for Vocational _____.

49A. vocational

50Q. As a result of the Vocational _____ of _____, several significant changes in philosophy were introduced by the Federal government.

62A. work

63Q. In the case of some of these programs such as the Manpower Development and Training Act as well as the _____ _____, we are dealing with people who have unusual hardships.

75A. services

76Q. The two major changes in thinking introduced by the Vocational Act of 1963 were the tendency to de-emphasize the services and provide for training in occupations. True or False.

11A. extension

12Q. In the case of in-school youth, shops and training facilities were provided for students in trade and industry and home economics.

24A. vocational

25Q. By services and areas, we mean such things as agriculture, trade & industry, home economics, and _____ _____.

37A. Education

38Q. As a result of the President's _____ on _____ Education, the Vocational Act of 1963 was introduced and passed.

50A. Act 1963

51Q. Particularly the Vocational Act of 1963 encouraged experimentation and development of new designs in _____ education.

63A. Job Corps

64Q. Again it is probable that the separation of some _____ education into various agencies is a reflection of the fact that Congress was not sure that the methods in _____ education were necessarily proven.

76A. True

12A. no answer

13Q. In addition to shops and training facilities for students in home economics, and _____ and _____, further provision was made for equipment and materials in agricultural secondary training.

25A. distributive education

26Q. The policy of reimbursing for training in agriculture rather than _____ occupations was now established.

38A. Committee Vocational

39Q. The Vocational Act of 1963, which is the present major _____ education act, is considerably different from the previous acts.

51A. vocational

52Q. These changes, as a result of change in _____, will be discussed specifically in the areas where they are important later in the manual.

64A. vocational vocational

65Q. As a result of wanting to try for experimentation in vocational education, the _____ apparently decided to experiment with different agency approaches to unemployment.

CHAPTER FOUR

1Q. By areas or services in vocational education, we are referring primarily to early established areas of agriculture, trade and industry, home economics, distributive education, and now _____ _____.

8A. tillage of the soil and the care of domestic animals

9Q. After agriculture, the second major area in vocational education is _____ economics.

16A. woman

17Q. The new definition of home economics then might well be those skills and knowledges required for the _____ of children and the _____ of the home, as well as the use or sale of those services in the business world.

24A. education, services areas, trade, industrial

25Q. One of the old classical definitions, which has also changed in recent years, is that of commercial _____.

32A. commercial distributive

33Q. Distributive education is primarily concerned with training in the skills and knowledges required in the _____ process.

40A. technical

41Q. Along with the growth of knowledge in all areas, medical science has also advanced and as this happened, _____ education found it necessary to move into the health occupations.

1A. business education

2Q. The areas or services in vocational education have always been a part of vocational education and are found in the first Federal act, the _____ Act of 1862.

9A. home

10Q. Home economics is defined as the acquisition of the skills and knowledges required in the rearing of a family and the _____ of a home.

17A. rearing management

18Q. Furthermore, as more of the _____ making skills have become commercialized and are being done outside the home, these skills have an application in the business world.

25A. education

26Q. Commercial education was initially defined as training in those skills and areas used in the business and recording of business transactions. True or False.

33A. marketing

34Q. In this respect, _____ education is quite different from business education in that _____ education deals primarily with the processes of distributing goods.

41A. vocational

42Q. And so, today, we have a separate division in the vocational field known as _____ occupations.

2A. Morrill

3Q. With the Smith-Hughes Act in 1917 following the _____ Act in 1862, three primary areas or services were added. These areas or _____ added were agriculture, trade and industry, and home economics.

10A. management

11Q. Home economics then is defined as those _____ and _____ required in the _____ of children and the _____ of the home.

18A. home

19Q. Therefore, home economics under the Vocational Education Act of 1963 is now required to devote 10 per cent of its industry to training for _____ outside of the _____.

26A. True

27Q. While this definition might still be true of education, _____ education has now been divided into at least two major catagories.

34A. distributive
commercial

35Q. In this respect, also, _____ education is more restricted in these areas than is business education.

42A. health

3A. Morrill services

4Q. However, the idea of an area or _____ really started with the _____ Act of 1862.

11A. skills and knowledges rearing management

12Q. This definition, however, is more classical than modern; therefore, as reviewed, _____ and _____ required in the _____ of children and the _____ of the home, we find it no longer completely fits.

19A. work home

20Q. Consequently, home economics today not only has the skills and knowledges required in the home for subject matter, but also has some of those home skills which have been commercialized, such as the cooking and serving of food in _____ establishments.

27A. commercial

28Q. That phase of commercial education, which deals with the recording and processing of data and information about _____ processes is known as _____ education.

35A. distributive

36Q. For example, there is a great deal of business communication involved in the manufacturing process itself. True or False.

4A. service
Morrill

5Q. The service of _____ has been defined as those knowledges or skills which are necessary for the tillage of the soil and the care of domestic animals.

12A. skills
knowledges
rearing
management

13Q. The classical definition of home economics was that it was the _____ in _____ required in the rearing of _____ and the management of the _____.

20A. commercial

21Q. Having discussed agriculture and home economics, let us now turn to trade and industrial _____.

28A. commercial
business

29Q. _____ education deals primarily with processes of communication in business rather than with business itself.

36A. True

37Q. The need to file blueprints, to communicate about blueprints, to pass the work along in the factory with work orders, etc., are all business _____ and _____ education subjects.

5A. agriculture

6Q. Agriculture, then, is defined as those _____ _____ _____ which are necessary to the _____ of the soil and the _____ of domestic animals.

13A. knowledges and skills children home

14Q. However, with the advent of the factory system and the industrial revolution, women have more and more been employed outside of the _____.

21A. education

22Q. Trade and industrial education has been defined as the skills and knowledges used in the making and manufacturing process, as well as the traditional building trades; it will be referred to as trade and industrial _____.

29A. business

30Q. Business education consists primarily of typing, shorthand, and bookkeeping or accounting. All of these processes are forms of business communication. True or False.

37A. communication business

38Q. Also, with the further development of _____ and _____ education, certain skills and knowledges became so refined that they became technical.

6A. knowledge and skills
tillage
care

7Q. In this respect, agriculture is one of the oldest areas of _____ education.

14A. home

15Q. For example, in the state of Kansas, at this time, one out of every three workers is a woman. Therefore, it seems that training is a major occupational need for women outside of the home. True or False.

22A. education

23Q. Examples of _____ and _____ education programs would be such things as auto mechanics, machine shop, sheet metal work, machinists, carpentry, and other skills used in industry.

30A. True

31Q. With the tremendous growth in the need for _____ within the commercial world, _____ education has expanded tremendously.

38A. trade
industrial

39Q. This is, of course, merely an extension of the process of the division of labor which originally made _____ and _____ education necessary.

7A. vocational

8Q. In vocational education, agriculture is defined as dealing with knowledges and skills necessary for the _____ _____ _____ _____ _____ _____ _____ _____ _____ _____.

15A. True

16Q. Today home economics realizes the necessity for training the modern _____ for work outside of the home.

23A. trade
industrial

24Q. Trade and industrial _____ refers to those _____ and _____ used in the process of manufacturing and industrial processing. This is known as _____ and _____ education.

31A. communication
business

32Q. Along with the growth of communication in business has come the need for a greater knowledge of the distribution and marketing of products. This new form of _____ education is now known as _____ education.

39A. trade
industrial

40Q. Thus, some jobs in trade and industrial education, as the industrial revolution progressed, became more advanced and are known today as _____ education.

CHAPTER FIVE

1Q. Since the fundamental principle of vocational education is preparing for _____ _____, this affects the method of instruction.

8A. doing

9Q. Not only is the ability to perform important in vocational education, but also this performance must be a commercially accepted _____.

16A. preparation

17Q. The preparation of the learner is the important _____ step in the four-step method.

24A. application

25Q. After the instructor has demonstrated, the student is then expected to do. This is the doing portion of _____.

22A. learned

33Q. The four-step method of instruction is considered one of the basic methods of _____ instruction.

40A. work

41Q. Also, with the shortening of work experience for the student's laboratory, equipment may be more necessary as _____ are used more.

1A. gainful employment

2Q. The guideline for _____ _____ is "learning by doing."

9A. performance

10Q. For example, if five minutes is commercially accepted time for writing a showcard, the students should be able to _____ the task in five minutes.

17A. first

18Q. The second step in the _____ _____ method is presentation.

25A. application

26Q. After the application step has been performed, he should then repeat the task and explain what he has done to the instructor.

33A. vocational

34Q. The four-step method is particularly effective where the test of instruction is performance. True or False.

41A. projects

42Q. With more laboratory equipment, the instructor will need more confidence in the operation of _____.

2A. vocational education

3Q. And, since one of the best tests of vocational instruction is on-the-job performance, _____ by doing is important.

10A. perform

11Q. It is this work orientation and preparation for gainful employment that affects _____ instruction.

18A. four-step

19Q. By _____, we mean a demonstration of what the student is to learn.

26A. no answer

27Q. This doing and telling are the two substeps in the third or _____ step.

34A. True

35Q. Consequently, this method is particularly well adapted to _____ education.

42A. equipment

43Q. Therefore, the project method should result in more use of the _____ method.

3A. learning

4Q. Therefore, since vocational education has a more limited objective than general or liberal education, "learning by _____" is a good criteria for instruction.

11A. vocational

12Q. Because of this work orientation, instruction must result in this _____.

19A. presentation

20Q. This demonstration is most important in the second or _____ step.

27A. application

28Q. After the student has performed the task and has told the instructor what he has done, the application step is completed. True or False.

35A. vocational

36Q. Where the project method is substituted for work experience, the _____ _____ method is even more valuable.

43A. four-step

4A. doing

5Q. To illustrate this point, you can teach a student to type and the measure of achievement is _____.

12A. performance

13Q. Consequently, more machinery and equipment will be required in this _____ instruction than in other forms.

20A. presentation

21Q. The second step in the four-step method is _____.

28A. True

29Q. Thus, the application step is broken into two substeps which are _____ and _____.

36A. four-step

37Q. The _____, in order to be effective, should result in the student's performing in some fashion.

5A. performance

6Q. In the study of history you cannot have the students start a revolution, so "_____ by doing" does not particularly apply.

13A. vocational

14Q. In the state of Kansas the four-step method of instruction has been selected because it aids in achieving _____.

21A. presentation

22Q. After _____ comes the step known as application.

29A. doing
telling

30Q. After the _____ step, we have the follow-up.

37A. project

38Q. This _____ may be in the form of task completion or test answers.

6A. learning

7Q. In liberal arts courses, as a rule, the learning is about the thing and not _____ the thing.

14A. performance

15Q. The first step is preparation of the learner in the four-step method. True or False.

22A. presentation

23Q. This step, known as _____, may be broken into two substeps.

30A. application

31Q. The fourth step in the four-step method of instruction is known as _____.

38A. performance

39Q. But satisfactory performance will probably depend on the use of some variation of the _____ method.

7A. doing

8Q. Whereas in vocational education, the emphasis should be on _____.

15A. True

16Q. By preparing the learner, we mean giving him something of the "why" in preparing him for learning. This is the _____ step.

23A. application

24Q. The substeps of doing and telling are part of the _____.

31A. follow-up

32Q. The follow-up consists of checking on the performance of the student shortly after he has shown he has _____ the task.

39A. four-step

40Q. Obviously, the projects will make the work experience of a coordinator more valuable, since the _____ experience of the student may be shortened.

CHAPTER SIX

1Q. Among the principles of _____ education, the cardinal principle is training for gainful employment.

10A. specific

11Q. As a result of the requirements for _____ knowledge for success in work, vocational education relies upon job analysis.

20A. general

21Q. This individualism of _____ is essential to good vocational education.

30A. True

31Q. This is because typing is now a useful skill for many people who do not earn their living by _____.

40A. directly

41Q. The directly related instruction is instruction given in specific knowledge and skills related to the student's _____.

50A. instructor

51Q. Since the real test of vocational education is in performance, an instructor without work experience could not judge well the _____ of the students.

1A. vocational

2Q. That this is the _____ principle of vocational education should be obvious by observation.

11A. specific

12Q. Job analysis is a method of securing _____ information about a job.

21A. instruction

22Q. Because the job and places of work of the students vary greatly, instruction must be individualized. True or False.

31A. typing

32Q. It can be easily seen that the line between vocational and _____ education can become quite thin.

41A. job

42Q. Generally related instruction refers to that instruction which is useful to all _____.

51A. performance

52Q. In summary, the cardinal principle of vocational education is that it should be _____ oriented.

2A. cardinal

3Q. After all, if vocational training is training for _____ employment, then the training must be work oriented.

12A. specific

13Q. Therefore, one of the most important tools in determining how to teach in vocational education is job _____.

22A. True

23Q. The most useful check on whether or not the instruction is meeting the needs of the student on the job is provided by the _____.

32A. general

33Q. Frequently, the test of _____ education is usage after the student leaves school.

42A. workers

43Q. However, generally related instruction should be more useful to workers than _____.

52A. work

53Q. As a result of this work orientation, the best test of vocational education is _____ on the job.

3A. gainful

4Q. As a result of this _____ or job orientation, vocational education differs fundamentally from general or liberal education.

13A. analysis

14Q. Job analysis is a method of breaking a teacher's job into a series of small specific tasks. True or False.

23A. coordinator

24Q. Coordination is the method by which _____ in the school and the work experience are related to each other.

33A. vocational

34Q. For a girl who takes typing and never uses it to make a living, typing is _____ education.

43A. non-workers

44Q. Another principle of vocational education is the requirement of _____ experience for the teacher.

53A. performance

54Q. Because of this test of performance, vocational education must be _____.

4A. work

5Q. As a result of the _____ orientation of vocational education, the training tends to be specific rather than general.

14A. True

15Q. Furthermore, as a result of the work orientation of _____ education, the training should be tested by performance.

24A. instruction

25Q. Although vocational education must be _____ to meet student and job needs, some instruction can be general.

34A. general

35Q. For a girl who takes typing and uses it in her work, typing is _____ education.

44A. work

45Q. The reason for this is that the instruction given should be _____ oriented.

54A. individualized

55Q. However, since not all instruction is individual, there is room for _____ instruction.

5A. work

6Q. In order to do a job, one must know the _____, not generalities.

15A. vocational

16Q. The student's learning in vocational education should be tested by a _____ on the job.

25A. individualized

26Q. The criteria for _____ instruction is that this instruction should be more useful for a worker than a non-worker in this field.

35A. vocational

36Q. Because of the need for both _____ and specific information, vocational courses usually are divided into two sections.

45A. job

46Q. If the instructor has not worked, he will have difficulty in job orienting for instruction. True or False.

55A. general

56Q. The criteria for general instruction in vocational education is that it must be more useful to a worker than a _____.

6A. specifics

7Q. For example, I know generally how an automobile works.

16A. performance

17Q. For this reason, it is important that the school instruction and the job _____ be coordinated.

26A. individualized

27Q. For example, we would admit that income tax is useful for all _____.

36A. general

37Q. These two sections are referred to as generally related and directly _____.

46A. True

47Q. There are many problems in human relations as well as job techniques that the _____ must know from experience.

56A. non-worker

57Q. As a result of the need for both individual and general instruction, vocational classes are divided into two sections, _____ related and _____ related.

7A. no answer

8Q. But, I do not know _____ how to time the motor.

17A. performance

18Q. If this _____ is not present, the validity of the instruction is not checked.

27A. workers

28Q. And, consequently, if income tax was not taught in other classes, it would be a legitimate subject for _____ education.

37A. related

38Q. Generally related instruction refers to information _____ useful to all workers in this area.

47A. instructor

48Q. There is a great difference between doing a task and talking about it. Therefore, the _____ should have done the job.

57A. generally
directly

58Q. In order that the student's performance on the job may be properly judged, the coordinator should have work experience. True or False.

8A. specifically

9Q. Therefore, my _____ knowledge is useless in terms of work.

18A. coordination

19Q. Therefore, it is important that the coordinator base his courses and observations on the _____ of the student.

28A. vocational

29Q. However, life insurance is useful for all people and is probably general rather than _____ education.

38A. generally

39Q. Directly related _____ refers to the specific knowledge and skill used on the student's individual job.

48A. instructor

49Q. If the instructor has not worked, he may not realize all the problems of a _____.

58A. True

9A. general

10Q. Consequently, I cannot work as a mechanic because I do not have the _____ knowledge.

19A. performance

20Q. As a further result of the work orientation of vocational education, instruction must be more individualized than in _____ or liberal education.

29A. vocational

30Q. Typing, which was once obviously a vocational subject, may be becoming general education. True or False.

39A. instruction

40Q. The two sections in vocational classes are generally related and _____ related.

49A. worker

50Q. If he has not worked, the _____ may talk about the job and not about the performance.

CHAPTER SEVEN

1Q. The breakdown of areas or _____ was quite satisfactory in simpler times.

8A. World War

9Q. Also, the real effects of scientific management were not really felt until after the _____ _____.

16A. machine

17Q. Consequently, the training time for the traditional _____ has been greatly reduced.

24A. vocational education

25Q. This tremendous growth in knowledge has resulted in workers who need a higher degree of _____ than was previously needed.

32A. skill

33Q. For example, it is easier to learn to _____ a fairly nice looking letter than to write the old copper plate written letter of the business world of 1890.

40A. occupation

41Q. In conclusion, then, we still have broad service areas such as _____, trade and industrial education, and distributive education. We have also added _____ and _____ areas.

1A. services

2Q. The Vocational Education Act of _____ represents the change in education required by the change in the world of work.

9A. World War

10Q. Not only were these effects to develop rather slowly in industry, but the effect of scientific management was also developed much more slowly in _____ _____.

17A. machinist

18Q. However, while the skills of the machinist have declined, the skills of the business factory organizer have increased; and consequently, we have a greater degree of knowledge required of _____.

25A. knowledge

26Q. A sample of the new types of _____ in business education would be knowledge associated with the computer.

33A. type

34Q. Also, it is highly probably from the standpoint of skill that it is easier to punch a posting machine than to write beautifully hand-written entries in the records of _____.

41A. agriculture
technical
health

42Q. We must expect, however, that the further development in vocational education at the thirteenth and fourteenth year will be more oriented toward _____.

2A. 1963

3Q. At the time of the passage of the Morrill Act in _____, the primary occupation of the majority of the people in the United States was either in a _____ or closely related to a _____.

10A. vocational education

11Q. However, _____ management was to have a revolutionary effect upon occupations in the United States.

18A. skills

19Q. To a certain degree, this same thing is true in the field of office or _____ education.

26A. knowledge

27Q. While there has been a tremendous increase of _____ in the business field, there has also been a decline in the degree of skill.

34A. accounts

35Q. While the need for s_____ then have been declining, the knowledges required to replace skills have been growing.

42A. occupation

43Q. For example, in distributive _____ today, we see area vocational schools training in petroleum marketing, fashion merchandising, and hardware stores.

3A. 1862

4Q. And, consequently, _____ itself was rather simple compared to modern technical _____.

11A. scientific

12Q. The business of _____ _____ is a logical development of the division of labor mentioned by Adam Smith.

19A. business

20Q. There are many clerical workers who neither _____ nor take _____.

27A. knowledge

28Q. For example, the advent of dictating machines has tended to reduce the number of people who would otherwise use shorthand, which is a high _____.

35A. skills

36Q. This was recognized in the Vocational Act of 1963, in that it was decided to put an emphasis on the occupation rather than on the area or _____.

43A. education

44Q. In the field of business or office education, we will expect to see thirteenth and fourteenth year programs specializing in medical secretary, legal secretary, etc. True or False.

4A. agriculture
agriculture

5Q. With the Smith-Hughes Act of _____, we can see that already the need for workers in areas other than _____ was being recognized.

12A. scientific
management

13Q. And it has been the effect of the division of labor as well as _____ _____ which has resulted in the great changes in _____ _____.

20A. type
shorthand

21Q. While the number of these people has increased appreciably, their percentage as a part of the office or _____ labor force has declined.

28A. skill

29Q. It is quite probable that the keypunch is an operation requiring less real _____ than does the operation of a calculating machine.

36A. service

37Q. Agriculture, for example, is a field that is too wide and diversified to be treated as a single _____.

44A. True

5A. 1917
agriculture

6Q. However, it was also in this period of World War I industrial expansion that many new techniques in the organization and management of _____ were becoming most effective.

13A. scientific management
vocational education

14Q. In the past it was customary for a worker to learn a considerable number of skills involved in a single occupation, now the number of _____ has declined.

21A. business

22Q. In other words we have far more people today who type and take _____, but the percent of the number of office workers has declined.

29A. skill

30Q. In other words, partly as a result of the impact of scientific management and the explosion of knowledge, changes have taken place in vocational and business education. True or False.

37A. area

38Q. Consequently, programs in _____ which are very highly specialized, are growing.

6A. industry

7Q. And this additional employment and need for additional workers in industry was recognized under the Trade and Industrial Act. However, the growing employment in offices and distributive occupations was not recognized until quite some time after the _____ _____ Act of 1917.

14A. skills

15Q. Whereas a machinist at one time was required to know the operation of many machine tools, today a machine operator may operate a single machine. True or False.

22A. shorthand

23Q. As a result partly of the division of labor and also of scientific management, we find more people being trained in some skills than was true prior to the time of _____ _____.

30A. True

31Q. We need, today, far more people with some knowledge of business and industry and the percentage of those highly _____ is declining.

38A. agriculture

39Q. Consequently, the modern trend in _____ _____ is more toward occupation than toward the broad area of business.

7A. Smith-Hughes

8Q. The real development of business education in the public schools began shortly after _____ _____.

15A. True

16Q. The traditional machinist was widely trained and highly skilled. The modern _____ operator is not so widely trained.

23A. scientific management

24Q. Scientific management and the great explosion in knowledge have affected _____ _____.

31A. skilled

32Q. Over the past 100 years there has been a tendency to believe that there is a decline in _____ required in vocational education and in business.

39A. vocational education

40Q. This trend toward the training in an _____ will probably be accelerated in the thirteenth and fourteenth year.

CHAPTER EIGHT

1Q. The first important legislation to aid Vocational Education was the Morrill Act of 1862.

30A. experiment

31Q. The Nelson Act of 1907 was a monetary extension of the Morrill Act.

60A. no answer

61Q. Appropriations for salaries are to be used only for teachers having the _____ qualifications set up by the state plan.

90A. semi-annual

91Q. Under the George Ellzey Act of 1934, _____ and _____ part-time classes were permitted.

120A. Vocational Rehabilitation

121Q. The State Board for Vocational Education c_____ and s_____ the funds designated for war veterans under the Vocational Rehabilitation Act of 1943.

150A. Employment

151Q. The _____ _____ _____ _____ _____ provides for the construction of area vocational technical school facilities.

1A. no answer

2Q. The M_____ A_____ of 1862 helped to give vocational education a start.

31A. no answer

32Q. The money granted in the N_____ A_____ of 1907 was for further extension of the Morrill Act and for training teachers.

61A. minimum

62Q. To receive Federal funds for teachers salaries, the teachers must meet the _____ of which work experience is one.

91A. trade and industry

92Q. Part-time classes of less than 144 hours per year were established in the _____ and _____ area of vocational education.

121A. supervises controls

122Q. The funds provided for war veterans are _____ and _____ by the State Board for Vocational Education.

151A. Vocational Education Act of 1963

152Q. Federal funds can be used for the construction of school facilities for a _____ v_____ t_____ s_____.

2A. Morrill Act

3Q. With the passage of the _____ of 1862, the first agricultural colleges were established.

32A. Nelson Act

33Q. Provisions for teacher _____ was made available through the Nelson Act of 1907.

62A. qualifications

63Q. All teachers, supervisors, or directors of this program must have had adequate work experience or contact in the line of work for which they are preparing themselves as teachers. True or False.

92A. trade
industry

93Q. The Public Law #473 of 1934 changed the Smith-Hughes Act from permanent appropriation to permanent authorization.

122A. supervised
controlled

123Q. Under the _____ _____ for _____ _____'s supervision and control, all Vocational Rehabilitation funds for war veterans are paid.

152A. area vocational
technical schools

153Q. The Vocational Education Act of 1963 provides federal funds for construction of _____ _____ _____ school facilities.

3A. Morrill Ac

4Q. The Morrill Act of 1862 granted 30,000 acres of land to establish a _____ colleges.

33A. training

34Q. The sum of money given for _____ _____ was increased annually to a maximum of $50,000 under the _____ _____ of 1907.

63A. True

64Q. Vocational _____ experience is a requirement for the teacher in this Act.

93A. no answer

94Q. Permanent appropriation was changed by Public Law #473 of 1934, to p_____ a_____.

123A. State Board for Vocational Education

124Q. Besides paying all war veterans' expenses, one half of employee or war disabled civilians' expenses are paid.

153A. area vocational education

154Q. Federal funds are used for persons for full-time study preparatory to entry in the l_____ - m_____.

4A. agricultural

5Q. A _____ colleges were one of the first types of vocational schools.

34A. teacher training
Nelson Act

35Q. The Smith-Lever Act of 1914 provided for grants to states on the basis of rural population of the state to total rural population.

64A. work

65Q. To receive teacher training, the person must have had adequate _____ experience or contact in the line of work for which they are preparing themselves.

94A. permanent authorization

95Q. Permanent authority was changed from p_____ a_____ by Public Law #473 of 1934.

124A. no answer

125Q. The estimated funds of the Vocational Rehabilitation Act pay ½ of e_____ or war disabled c_____ expenses.

154A. labor-market

155Q. Federal funds are used for those who are going into full time study for entry into the _____ _____.

5A. agricultural

6Q. Land granted by the Morrill Act of 1862 established the sites of the first _____ colleges.

35A. no answer

36Q. The Smith-Lever Act of 1914 provided funds to states on the basis of state r_____ population to total rural population.

65A. vocational

66Q. One must have adequate w_____ e_____ to instruct in vocational subjects, according to the Smith-Hughes Act.

95A. permanent appropriation

96Q. The George-Deen Act of 1936 was the first to establish Distributive Education as a separate program.

125A. employees civilians

126Q. The state matches the vocational rehabilitation funds for e_____ or w_____ d_____ civilians.

155A. labor market

156Q. Under the Vocational Education Act of 1963, federal funds are provided for people entering the _____ _____ after full-time study.

6A. agricultural

7Q. Monetary aid was granted to the agrucultural _____ on the basis of total population.

36A. rural

37Q. The Smith-Lever Act provided funds on the basis of _____ population, and these federal funds were matched by state funds.

66A. work experience

67Q. In addition to the appropriations, this Act provides for each dollar of federal money to be matched by at least another dollar of state and local money.

96Q. no answer

97Q. Distributive Education was appropriated separate funds for their classes under the G_____ D_____ Act of 1936.

126A. employees war disabled

127Q. The Vocational Rehabilitation Act provides for a personnel training course.

156A. labor market

157Q. Full-time study prepares persons for the _____ _____ due to available federal funds.

7A. colleges

8Q. Total p_____ determined the amount of money granted to the agricultural colleges.

37A. rural

38Q. Under the provisions of the Smith-Lever Act, the federal funds were matched by _____ funds.

67A. no answer

68Q. One dollar of local and state funds for every one _____ of federal funds was initiated by the Smith-Hughes Act.

97A. George-Deen

98Q. Under the George-Deen Act, all groups were given matching allotment funds except d_____ e_____.

127A. no answer

128Q. This _____ training course is authorized for a limited time only.

157A. labor market

158Q. The Vocational Education Act of 1963 also provides federal funds for ancillary services.

What are ancillary services?

8A. population

9Q. The m_____ that was received was used to create an endowment fund.

38A. state

39Q. The Smith-Lever Act provided funds based on the _____ population formula and these federal funds were matched by _____ funds.

68A. dollar

69Q. The matching concept of $____ of local and state funds for at least every $____ of federal funds is for the development of vocational education.

98A. distributive education

99Q. In-plant training for private profit was prohibited under the _____ _____ Act.

128A. personnel

129Q. The limited authorization time of the p_____ t_____ course lasted through July 1, 1945.

158A. no answer

159Q. According to the Vocational Education Act of 1963, federal funds are distributed for _____ _____.

9A. money

10Q. The e_____ fund's interest was used to support one or more colleges training in mechanical arts, agriculture, and military tactics.

39A. rural
state

40Q. The Smith-Sears Act of 1918 provided money for the training of directors and supervisors of trade and industry, and home economics.

69A. $1
$1

70Q. Federal funds are matched dollar for dollar by _____ and _____ funds.

99A. George-Deen

100Q. The George-Deen Act limited the distributive education program to only part-time and evening classes. True or False

129A. personnel
training

130Q. A program to assist states in maintaining the existing programs is provided for by the Vocational Education Act of 1963.

159A. ancillary services

160Q. Some of the funds provided by the Vocational Education Act of 1963 are to be used for _____ _____.

10A. endowment

11Q. With the establishment of the _____ fund and its aid to colleges, vocational education and military training were harmonized.

40A. no answer

41Q. The Smith-Sears Act provided money for the training of d_____ and s_____.

70A. state
local

71Q. In order for programs of occupational nature to be reimbursable under the Smith-Hughes Act, they must be of less than college grade.

100A. True

101Q. Reimbursements were made available under the _____ _____ Act for vocational teachers and supervisors.

130A. no answer

131Q. A program to provide part-time employment for youths who need such earnings to continue their vocational training, is provided for by the _____ _____ _____ of 1963.

160A. ancillary services

161Q. Federal funds are provided for ancillary services according to the Vocational Education Act of 1963. True or False

11A. endowment

12Q. One achievement of the Morrill Act of 1862 was the alliance of _____ _____ and military training.

41A. directors
supervisors

42Q. Money for the training of directors and supervisors was provided by the S_____-S_____ Act of 1918.

71A. no Answer

72Q. The program of vocational education of _____ than college grade in the United States has been developed in conformity with the provisions of the Smith-Hughes Act.

101A. George-Deen

102Q. Teachers and supervisors in vocational-related subjects were _____ under the George-Deen Act of 1936.

131A. Vocational
Education
Act

132Q. A provision to develop new programs was included in the Vocational Education Act of 1963. True or False

161A. True

162Q. In the Vocational Education Act of 1963 the designation of the State Board as sole agency is under the State Plans section.

12A. vocational education

13Q. The Morrill Act of _____ was followed by the passage of the Hatch Act of 1890.

42A. Smith-Sears

43Q. Under the Smith-Sears Act, _____ and _____ were trained for trade and industry and home economics.

72A. less

73Q. The students enrolled in the _____ than college grade programs were preparing for gainful employment.

102A. reimbursed

103Q. The George-Barden Act was passed in August of 1946 and replaced the George-Deen Act.

132A. True

133Q. The Vocational Education Act of 1963 provides 90% of the funds needed on the basis of age group under the allotment to states section of the act.

162A. no answer

163Q. Policies and procedures are submitted to the commissioner for approval under the _____ _____ section of the Vocational Act of 1963.

13A. 1862

14Q. The H_____ A_____ of 1890 was a very important act for the future development of vocational education.

43A. directors
supervisors

44Q. The _____-_____ Act of 1918 provided money for the training of _____ and _____ in areas of trade and industry, home economics, and agriculture.

73A. less

74Q. The controlling purpose of vocational education was to train people for u_____ e_____.

103A. no answer

104Q. In 1946 the George-Deen Act was replaced by the G_____ B_____ A_____.

133A. no answer

134Q. The Vocational Education Act of 1963 provides 90% allotment to states by per capita income in the respective states under a_____ t_____ s_____ section.

163A. State Plans

164Q. The state must submit a report of minimum qualifications to receive its allotment of Federal funds under the _____ _____ section.

14A. Hatch Act

15Q. The sale of public lands for research and experimentation in land grant colleges was provided in the _____ _____ of 1890.

44A. Smith-Sears directors and supervisors

45Q. Training for disabled persons was established by the Vocational Rehabilitation Act of 1920.

74A. useful employment

75Q. U_____ e_____ was the educational objective for students who qualified under the Smith-Hughes Act of 1917.

104A. George-Barden Act

105Q. Funds were authorized for agriculture, home economics, trade and industry, and distributive education by the _____ _____ _____ of 1946.

134A. allotment to states

135Q. Funds are available upon application under the Vocational Act of 1963 as provided for by the _____ ____ _____ section.

164A. State Plans

165Q. Under the Vocational Education Act of 1963 payment of money to the states was made on the basis of matching principle and authorized expenditures.

15A. Hatch Act

16Q. Money received from the sale of public lands used for vocational education, was granted through the Hatch Act of 1890. True or False

45A. no answer

46Q. It was not until the _____ _____ Act of 1920 that special training for the disabled persons concept was established.

75A. useful employment

76Q. In order to carry out the provisions as stated in the _____ _____ Act, a State Board was required to be set up.

105A. George-Barden Act

106Q. The authorization of funds for Ag, T&I, and home economics, was based on population.

135A. allotment to states

136Q. In accordance with the Vocational Education Act of 1963, allotment to the states of reallotment funds are available upon application.

165A. no answer

166Q. Payment of money to the states was made possible by _____ _____.

16A. True

17Q. The amount received annually from the sale of _____ _____ for the support of land grant colleges was $15,000.

46A. Vocational Rehabilitation

47Q. Under the Vocational Rehabilitation Act of 1920, how _____ occurred was immaterial but that the rehabilitated person be "fit to engage in a renumerative occupation" was important.

76A. Smith-Hughes

77Q. The _____ _____ must be composed of at least three members who would cooperate with the Federal Board created.

106A. no answer

107Q. The George-Barden Act didn't appropriate funds, it only _____ them.

136A. no answer

137Q. Under the Vocational Education Act of 1963, provisions were made for _____ _____ upon application.

166A. matching principle

167Q. The Vocational Education Act of 1963 made payment to the state possible by _____ _____.

17A. public lands

18Q. The Hatch Act of _____ raised $_____ annually to aid vocational education, especially for research and experimentation in the land grant colleges.

47A. disability

48Q. The two largest groups of _____ persons then currently receiving vocational rehabilitation were those with orthopedic impairments and the chronically ill.

77A. State Board

78Q. To prepare plans showing kinds of vocational education, for which funds would be used, was one purpose of the _____ _____.

107A. authorized

108Q. Two areas were based on farm _____ and the third area was based on non-farm _____.

137A. reallotment funds

138Q. By making application under the Vocational Education Act of 1963, _____ _____ are available.

167A. matching principle

168Q. The state would receive payment from the government by _____ _____ with their own money.

18A. 1890
$15,000

19Q. During the "gay 90's," the second Morrill Act of 1890 was passed. This act compliments the Hatch Act.

48A. disabled

49Q. Provision for the payment of expenses in the training of a disabled person was made in the Vocational Rehabilitation Act. True or False

78A. State Board

79Q. Other requirements of the _____ _____ included kinds of schools and equipment, courses of study, methods of instruction, qualifications of teachers and plans for teacher training.

108A. population
population

109Q. The allotment for trade and industry was based on n_____-f_____ population.

138A. reallotment funds

139Q. Certain funds are available upon application under the Vocational Education Act of 1963; these funds are _____ _____.

168A. matching principle

169Q. The payment to states was made possible for authorized expenditures only.

19A. no answer

20Q. An act complimenting the Hatch Act was the second M_____ A_____ passed in 1890.

49A. True

50Q. In 1917 the Smith-Hughes Act was passed.

79A. State Board

80Q. The further development of Vocational Education provided that separate funds be equally divided for home economics and agriculture on a rural-population basis and was brought about by the George-Reed Act of February 5, 1929.

109A. non-farm

110Q. The allotment for agriculture and home economics was based on r_____ population.

139A. reallotment funds

140Q. The Vocational Education Act of 1963 provides for an allotment ratio. The allotment ratio is the state per capita income divided by all the states' per capita income.

169A. no answer

170Q. The Vocational Education Act of 1963 provided for payment to the states only for _____ _____.

20A. Morrill Act

21Q. Money received from the sale of public lands was increased in the second M_____ A_____ of 1890.

50A. no answer

51Q. The Smith-Hughes Act was passed in _____, and is currently in effect.

80A. no answer

81Q. In the George-Reed Act, separate funds were allotted on r_____-p_____ for home economics and agriculture.

110A. rural

111Q. Vocational education was expanded in the early 40's by adoption of the National Defense Education Act.

140A. no answer

141Q. The state per capita income divided by all the states' per capita income is the _____ _____.

170A. authorized expenditures

171Q. For the state to receive payment of funds they could have only _____ _____.

21A. Morrill Act

22Q. The increase in m _____ amounted to $1,000 annually to a maximum of $25,000 for the land grant colleges.

51A. 1917

52Q. The purpose of the _____ _____ Act of 1917 was for promotion and development of vocational education.

81A. rural population

82Q. Rural population was the basis for which separate funds were allotted to home economics and agriculture. True or False

111A. no answer

112Q. Appropriations for the training of highly skilled technicians in the early 40's were funded by the _____ _____ _____ Act.

141A. allotment ratio

142Q. Under the Vocational Education Act of 1963 the state per capita income divided by all the states' per capita income was known as the _____ _____.

171A. authorized expenditures

172Q. The State Commissioner is the chairman of the Advisory Committee on Vocational Education under the _____ _____ _____ _____ _____.

22A. money

23Q. The $1,000 annual increase was in addition to the $15,000 provided in the _____ _____.

52A. Smith-Hughes

53Q. The _____ and _____ of vocational education was stimulated by the Smith-Hughes Act of 1917.

82A. True

83Q. The George-Reed Act of 1929 provided that half the funds be allotted to _____ _____ and _____.

112A. National Defense Education

113Q. The highly skilled technicians trained by funds from the _____ _____ _____ Act were necessary to the national defense.

142A. allotment ratio

143Q. The _____ _____ _____ of the state divided by the total states' per capita income is the allotment ratio.

172A. Vocational Act of 1963

173Q. The Department of Commerce, Labor, and Agriculture, are members of the _____ _____ on Vocational Education as stated by the Vocational Act of 1963.

23A. Hatch Act

24Q. The maximum amount of the increase in _____ allotted to the land grant colleges in each state was $25,000.

53A. promotion development

54Q. To _____ and _____ vocational education, a plan was developed for cooperation between the Federal Government and the States.

83A. home economics agriculture

84Q. Half of the separate funds of the G_____ R_____ Act was given to a_____ and the other half was given to h_____ e_____.

113A. National Defense Education

114Q. In 1946 Title III of the George-Barden Act encompassed the _____ _____ _____ Act.

143A. per capita income

144Q. The allotment ratio as well as the use of federal funds is stipulated in the Vocational Education Act of 1963. This stipulation is for persons attending high school and for those needing training or retraining for advancement in employment.

173A. Advisory Committee

174Q. The Vocational Education Act of 1963 provides that twelve people are to be chosen at large to serve on the Advisory Committee for Vocational Education. True or False

24A. money

25Q. The Morrill Act of _____ had the same basic ideas as the H_____ A_____ of 1890 with an increase in m_____ a_____.

54A. develop
promote

55Q. The cooperation between the _____ _____ and the _____ was for the promotion of vocational education in agriculture, trade and industrial education, and home economics.

84A. George-Reed
agriculture
home economics

85Q. In the George-Reed Act _____ _____ was the basis for reimbursement to both _____ _____ and agriculture.

114A. National Defense
Education

115Q. Allotments to states under Title III of the George-Barden Act were in proportion to the amount allocated under the _____-_____ Act.

144A. no answer

145Q. Federal funds can be used to provide funds for persons attending _____ _____.

174A. True

175Q. Under the 1963 Act, Office Occupations was authorized funds.

25A. 1890
Hatch Act
money allotments

26Q. The Adams Act of 1906 provided for the direct payment of money to the states for education.

55A. Federal Government
States

56Q. The Smith-Hughes Act is a law to provide for cooperation with the States in the _____ of vocational education.

85A. rural population
home economics

86Q. The George-Ellzey Act of 1934 which extended the George-Reed Act three years deals with three vocational fields: agriculture, trade and industry, and home economics.

115A. George-Barden

116Q. Funds for Title III of the George-Barden Act were in portion to the total amount spent for agriculture, home economics, trade and industries, distributive occupations, and fisheries under the George-Barden Act.
True or False

145A. high school

146Q. Under the Vocational Education Act of 1963, a person can receive funds for attending _____ _____.

175A. no answer

176Q. O_____ o_____, for the first time, has been authorized funds under the Vocational Act of 1963.

26A. no answer

27Q. The direct payment of an additional $5,000 for agricultural experiment stations in each state was provided by the A_____ A_____ of 1906.

56A. promotion

57Q. The _____ _____ Act also provided cooperation with the States in the preparation of teachers of vocational subjects.

86A. no answer

87Q. The George-Ellzey Act of 1934 alloted one-third of its specified amounts to the following vocational fields: (1) _____, (2) _____ and (3) _____ _____.

116A. True

117Q. In 1961, the National Defense Education Act was extended under the _____-_____ Act to June, 1964.

146A. high school

147Q. Federal funds are available to people who are attending high school, according to the Vocational Education Act of 1963. True or False

176A. Office occupations

177Q. Expansion of the _____ _____ field is now possible because of authorized funds under the 1963 Vocational Act.

27A. Adams Act

28Q. In 1906, the _____ _____ established the direct payment of money to the states for education.

57A. Smith-Hughes

58Q. The preparation of teachers for _____ _____ was provided by the Smith-Hughes Act.

87A. George-Reed agriculture home economics

88Q. A semi-annual disbursement of funds included T & I in addition to other _____ _____.

117A. George-Barden

118Q. The Vocational Rehabilitation Act of 1943 provides funds for FSA.

147A. True

148Q. Federal funds may be used to train or re-_____ people for advancement in employment.

177A. Office occupations

28A. Adams Act

29Q. The Adams Act gave direct payment to states for education, particularly in the agricultural experiment stations.
True or False

58A. vocational subjects

59Q. The Smith-Hughes Act provides for cooperation with States in the preparation of teachers of _____ subjects, and to appropriate money and regulate its expenditure.

88A. home economics
agriculture

89Q. The George-Ellzey Act established funds on a semi-annual basis for _____, _____ and _____, and _____ _____.

118A. no answer

119Q. The funds provided by the _____ _____ Act of 1943 are estimated by the Administrator of FSA funds.

148A. train

149Q. Under the Vocational Education Act of 1963, funds are used for e_____, by training and re-training.

29A. True

30Q. The agricultural _____ stations were to receive annual appropriations of $30,000 after 5 years.

59A. vocational

60Q. The Federal Board, along with the different states, shall establish minimum requirements for experience or contact of teachers, supervisors or directors.

89A. agriculture
trade and industry
home economics

90Q. Funds for agriculture, T & I, and home economics were provided for on a _____-_____ basis.

119A. Vocational Rehabilitation

120Q. The estimated funds provided by the _____ _____ Act are controlled and supervised.

149A. employment

150Q. Federal funds under the Vocational Education Act of 1963 are used to train and re-train people for _____.